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ABSTRACT

The Kw'atindee Bino Community Teacher Education Program provides field-based teacher training for Dogrib paraprofessionals who presently work in northern Canadian schools in program support positions, but who are unable to leave their home community to attend a traditional college program. The program addresses the failure of the current public school system which is staffed by white, transient, urban teachers who do not know the Dene culture (Dogrib is a tribe of the Dene Indian nation). The program emphasizes: (1) the school's responsibility to address social problems; (2) partnerships between parents and teachers; (3) meeting the individual needs of the learner; (4) the holistic nature of learning, which mirrors Dogrib teachings; (5) the integration of theory and practice through a field-based program; and (6) that interns are equal partners with instructors in the teaching and learning process. The program consists of coursework undertaken in three major content areas over a period of 2 years. The content areas are: Culture and Learning; Community and School Partnerships; and Curriculum and Children. Through the Community Teacher Education Program, three teacher interns share the delivery of the curriculum to a classroom of students. By sharing responsibilities, interns have time to do independent study, prepare lessons, confer with parents, and meet with program instructors. Future goals include developing a culture based curriculum, accreditation with southern universities, and replication of the program in other northern communities. The appendices include a diagram of a traditional Dogrib educational framework, course descriptions, and objectives of the program.

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KW'ATINDEE BINO
COMMUNITY TEACHER EDUCATION PROGRAM

I have asked for a school to be built...on my Land...and that school will be run by my people and my people will work at that school and our children will learn both ways, our way and the white men's way"
...Chief Jimmy Bruneau 1881-1975

UNESCO

WORLD DECADE FOR CULTURAL DEVELOPMENT
DÉCENNIE MONDIALE DU DÉVELOPPEMENT CULTUREL

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PROGRAM OUTLINE 1990-1992

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KW'ATINDEE BINO
COMMUNITY TEACHER EDUCATION PROGRAM

Rae-Edzo, Northwest Territories

Program Outline

WORLD DECADE FOR CULTURAL DEVELOPMENT
DÉCENNIE MONDIALE DU DÉVELOPPEMENT CULTUREL

A joint pilot project of Arctic College, the Department of Education and
the Dogrib Divisional Board of Education
1990

Acknowledgements

In memory of Chief Jimmy Bruneau 1881-1975

The Kw'atindee Bino Community Teacher Education Program is the result of many people's efforts and ideas. Direction for the project came from the Steering Committee but the interns, community resource people and instructors have all been a significant part of the developing process which is this program.

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KW'ATINDEE BINO
COMMUNITY TEACHER EDUCATION PROGRAM

Program Outline

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I. INTRODUCTION

The Kw'atindee Bino Community Teacher Education Program is a joint pilot project of Arctic College, the Department of Education of the NWT and the Dogrib Divisional Board of Education. In September of 1990 the Canadian Commission for UNESCO recognized the project as an official activity of the World Decade for Cultural Development.

The program is an alternative model of teacher education that is designed to facilitate the teacher training of paraprofessionals who presently work in northern schools in program support positions as well as other individuals who are interested in becoming teachers but are unable to leave their home community. As such, it is a field-based program that will give participants the opportunity to remain at home with their families and earn a living. Participant interns will work in, and learn through, a guided cooperative delivery of the school program to children in the Chief Jimmy Bruneau School in Rae-Edzo. The Community Teacher Education Program is intended to be as much a process as a program where participants will cooperatively explore and identify the knowledge, skills and methods that are suitable in educating the children of their community.

At a local level, the community hopes to train a significant number of Dogrib teachers for their school. At the territorial level, the Department of Education is hopeful that the program will be a model that can be used in other northern communities to dramatically increase the number of northern, native teachers in the school system.

August 1990 / Interns, instructors and resource people at the Lac La Martre orientation / retreat

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II. BACKGROUND

Teacher Education in the NWT...

Teacher education programs for northerners have been a feature of adult training in the NWT for over twenty years. Indeed the first Canadian native teacher education program 1 began in Yellowknife in 1968 as a joint project of Indian Affairs and Northern Development and the University of Alberta. The program was a tentative first step in providing access to northern teaching positions to northerners but did not have the cultural and linguistic mandate of current native teacher education in the NWT.

A new NWT Department of Education assumed responsibility for teacher education from the federal government in 1970, and the affiliation with the University of Alberta continued for another two years. During this period thirty-five students graduated with a NWT Teacher Certificate. In February 1973, the Department of Education terminated the University of Alberta's involvement and the program was reorganized so that bilingual candidates were selected who were fluent in English and a northern language, and had a grade ten, or equivalent experience as a classroom assistant.

Arctic College continues to offer this program on their Fort Smith campus and credit for the coursework is transferable to the University of Saskatchewan education degree program. There have been a total of 129 graduates from this western arctic teacher training program.

Eastern Arctic Teacher Education Program...

In 1978 the teacher education program was extended to the eastern Arctic. By 1981 the Eastern Arctic Teacher Education Program (EATEP) program was affiliated with McGill University and was developing three major emphases: to prepare teachers to teach in Inuktitut, to integrate classroom assistant and teacher training and to offer field based training. Graduates of the two year program received an NWT teaching certificate and a McGill Certificate in Native and Northern Education enabling the Inuit teachers to pursue further academic and professional education at the university in Montreal. To date seventy students have graduated from EATEP, thirteen of these have received their B. Ed.

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Field Based Experiment...

The EATEP program became an integral part of the Baffin Divisional Board of Education plans to implement comprehensive Inuktitut language programs in their schools. EATEP's success in providing teachers for this initiative has been undisputed. However in the western arctic, the increasing demand for Dene language programs was hampered by a lack of trained teachers who could teach in their own language. The Fort Smith TEP program was criticized for this perceived lack of native teachers graduating from their program and the Department of Education commissioned reviews over the years to identify changes in the program delivery that could dramatically increase the number of native Dene teachers. In 1988, acting on the recommendations of the Salasan Associates report, the institutional-based Fort Smith program was reorganized, decentralized and offered at a number of western arctic locations including Inuvik, Fort Franklin, Fort Simpson and Rae-Edzo. The program was designed to train classroom assistants as teachers and combined four to six week traditional lecture coursework in a regional centre with another four to six week classroom assignment in the home community.

A number of issues were never resolved with this program, including: the hardship created on interns, and the itinerant instructors, who were regularly required to leave their families; the inability of schools to cope effectively with the loss of program staff for the six week periods the classroom assistant/interns were involved in TEP coursework; the ineffective integration of the "field based program" coursework into the intern's regular work in the school where many interns felt they were preparing everything twice...once for the TEP program and then the "real" materials for their classroom; and the confusion of the cooperating teachers and other staff with the roles of the classroom assistant / interns. Situations occurred where competent interns with five to fifteen years experience and a year of teacher training were supervised by inexperienced cooperating teachers who were themselves "just learning to teach". The unresolved tensions in this program had a demoralizing effect on many interns who left in significant numbers, so that by 1989, only the Inuvik and Rae-Edzo programs were still operational. An evaluation of the program recommended that it be dismantled, and the field-based program folded in 1989 returning to the Fort Smith campus.

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The desperate need for northern teachers was not alleviated by the demise of this field-based initiative and the reconstitution of the campus-based Fort Smith Teacher Education Program. Figures released by the Department of Education in 1990 confirmed what everyone knew all along, that teacher turnover in the NWT was unacceptably high. Fully 53% of southern teachers were leaving after two years. 81% were leaving after five years.The figures in themselves helped to explain the paralysis of a school system forced to constantly renew itself, where program continuity, and improvement based on steadily developing competence are the exception rather than the norm. Combined with increasing reports of teacher shortages in the urban areas of the south, some Boards began reporting that experienced northern teachers were taking advantage of the open teacher market to return to positions in the south, and that there were more difficulties than usual in finding new teachers to come north. A crisis in the number of native teachers available to deliver language programs now appeared liable to become a crisis to provide basic teacher staffing in northern schools.

An Alternative TEP program...

In 1989 the Minister of Education, the Honourable Stephen Kakfwi, requested that a committee of northern educators look once again at the teacher education situation in the western arctic to devise an alternative method of program delivery that would increase the numbers of northern, native teachers working in the NWT schools. A Steering Committee composed of representatives from the Department of Education, Arctic College, the Dogrib Divisional Board of Education, the Western Arctic Aboriginal Teacher's Association and a consultant began work on a new model of teacher education that would be appropriate for northern communities. From the beginning the Steering Committee looked at models of teacher education that could take advantage of the large numbers of native paraprofessionals already working in supporting positions in northern schools. As this "pool of prospective teachers" was usually older, with families and financial obligations, it became important to develop a program that allowed participants to remain at home and continue to earn a living while undergoing teacher training.

The Steering Committee met a number of times during the fall of 1989 and the winter of 1990. Agreement on a program curriculum outline and a delivery structure was reached by February 1990 and attention was then turned to finding a logical site for the piloting of the new project.

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Community Involvement...

The document, "Learning Tradition and Change in the Northwest Territories" (Special Committee on Education 1982) has provided a blueprint for educational developments in the Northwest Territories over the past eight years. One of the most significant structural changes advocated by this policy document is the devolution of control for the delivery of education, from the Department of Education to Divisional Boards of Education. In 1989 the Dogrib Divisional Board of Education was established in response to a request for greater local control by the communities of Dettah, Lac La Martre, Rae-Edzo, Rae Lakes and Snare Lake. There had been a tradition of local control in the area as Rae-Edzo was the first native community in Canada (1969) to receive control of their school from the federal government. As an educational experiment it was not entirely successful and the school has been plagued with problems related to poor student achievement, little parent teacher interaction, low staff morale, and a deteriorating physical plant. The community frequently took the brunt of the blame for a situation, the structural elements of which they inherited...a government bureaucracy that did not know how to deal with local control in an educational system otherwise controlled by the Department of Education, a new school with teacher housing in a community fifteen kilometers from the community of the students...and a highly transient, southern staff of educators who consistently failed to realize a vision of community education within the school. Chief Jimmy Bruneau (1881-1975) had expressed his desires in 1969:

> "I have asked for a school to be built...on my Land...and that school will be run by my people and my people will work at that school and our children will learn both ways, our way and the white men's way".[1]

Twenty years later, Dogrib people were still largely marginalized into paraprofessional, secretarial and custodial positions in the school.

By 1989 the Rae-Edzo School Society was eager to endorse a plan that promised to train sufficient numbers of their own people as teachers who could then effectively assert community values and desires within a school staff still dominated by highly transient, southern teachers. Similarly the Dogrib Divisional Board looked to the implementaton of a community based teacher education program as a method of getting their people access to a system they now controlled in name.

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Economic, political and cultural issues also played a role in the desire of the Board for more native teachers. The failure of the present education system to address the large numbers of students leaving the schools without achieving any employable level of education was seen to be partly due to the irrelevancy of program, and staff instability. The impending settlement of the land claims with the government of Canada also put a special urgency to the need for highly trained, competent northerners to create and manage the new economic and political structures. Northern, native teachers could begin to address these situations through the stability and continuity they bring to the school as well as the relevance they could infuse into programs by integrating their knowledge of the community, the culture and the language into their teaching.

In a message delivered March 29, 1990, the Minister of Education approved the community of Rae-Edzo and the the Chief Jimmy Bruneau School as the site to pilot the new alternative teacher education program.Thus the establishment of the Kw'atindee Bino Community Teacher Education Program in Rae-Edzo came together through community needs being recognized and supported by the Department of Education, in their desire to find an alternate model of teacher education that would have applicability to other northern communities.

Teacher education has traditionally been isolated on university campuses, out of the control of the Ministry of Education, the profession and certainly the communities the teachers serve upon graduation.In the NWT the situation has evolved differently. From the beginning the Department of Education has been intimately involved with the education of northern teachers. Now as departmental authority and control devolves to the local level, and as language and cultural issues have grown to dominate discussions of teacher training, communities may increasingly view their involvement in teacher education as a natural extension of the evolution of local control and necessary to the achievement of their localized educational objectives.

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III. PHILOSOPHY

The program and the delivery structure of the Kw'atindee Bino Community Teacher Education Program are based upon the following beliefs:

The primary importance of the cultural dimension of schooling...A statement of the philosophy of education from the Department of Education publication, "Education in the NWT" states that the "school builds on the educational experiences of the individual, the family and the community in and beyond the classroom." The following guiding principles from the same publication expand the theme by stating "educational activity should recognize and respect the cultural background, language and learning styles of each student" and "educational activity should reflect the valuable learning experiences available to students in the community and the wider environment". These statements at once point out the hope of education in the NWT, and the discrepancy between the philosophy and the reality.

Northern communities have had to rely on largely transient, southern teachers to educate their children.The cultural distance between the largely white, urban teachers and the rural, native children has been immense, and unfortunately, has remained largely unbridged. Few things have been more alien in the lives of northern children than schooling as it has often been delivered. Southern trained teachers have frequently had a southern urban focus that has been irrelevant to the lives of northern students. Unaware of the intricate and often fragile elements that sustain native communities, their dominant positions within the schools has ensured that their beliefs and methods prevailed. However the children (and frequently the parents through the children) resisted the system through lateness, inattention, poor attendance and the innumerable, "inexplicable" barriers to learning (white ways) which paradoxically have been small, negative successes for their ways. As a young Dene teacher commented:

> "Many Dene used to think, and many still do, of education as something white people do to us. It was common for the first graduates of the NWT Teacher Education Program to relate stories of our first experience upon returning to Dene communities as teachers: it was normal to have Dene children and parents express total astonishment and belief of our being teachers."[2]

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Combined with a simplistic understanding of the cultures they inhabit, instances of community distress and individual pathology have only served to further alienate many southern teachers from the "mainstream" of northern community life. Consequently they have often become active missionaries for the transmission of a western cultural model that has so frequently been harmful to the interests of northern peoples.

A belief underlying the Kw' atindee Bino Community Teacher Education Program is that by bringing together a large number of Dene teachers-in-training we can create a "critical mass" to effect significant change in a northern school. We expect our teachers to become "transmitters of culture" using the language of the community and building the identity and self worth of the children through the affirmation of their experiences within the school programs. When the culture of the school is the culture of the community, education can become a tool to celebrate rather than deny native identity. In a future where the people of the northern communities own the pedagogy of schooling, they will have control of a major unifying tool of acculturation. If this happens, many of the commonplace impediments to education that are such a hallmark of northern, native schools may lose their cultural value and disappear. Until such time as significant numbers of native teachers are actively participating in the delivery of programs and managing the educational structures, local control will be a hollow sentiment. Thus the training of native teachers for northern schools is not only a tool for the development of language programs and culture based schools but is an essential strategy in the continuing development of local control.

The school as a centre for child advocacy.. All northern communities are experiencing great difficulties as the traditional social fabric that bound people together with common beliefs and traditions is torn by unemployment, poverty and alcoholism. Many northern communities are in serious trouble. Many young people failed by their families, their community and their school, seek solace in drugs, alcohol and gasoline. These are people who have been made to feel unworthy, unable to succeed and often unwilling to try. Crippled by failure, they frequently lapse into periods of despairing, self destructive behaviour harming their lives and that of their families and community.

Across the territories, schools and other social agencies have largely been unwilling and perhaps unable to confront the issues of individual

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failure within disintegrating communities. Indeed schools have contributed their share to this pattern of failure...children begin failing early in school and the pattern stays with them throughout their lives. In the NWT today grade one is the year children are most likely to fail! Many children come to school from dysfunctional homes where they must learn to cope with alcoholic parents and the associated forms of abuse, from watching their mother get beat up, to sexual assault, to neglect. For these children, school is often the one reliable shelter in their lives. Teaching staff however, are often not prepared to cope with the behaviours that so often result from abuse, let alone begin to approach the underlying causes that must be understood and dealt with if there is to be any hope of breaking the destructive cycle of many of these children's lives.

The Kw'atindee Bino Teacher Education Program has chosen responsible and caring adults who will be trained to give acceptance, appreciation, affection and attention to the needs of these children. The teachers who graduate from this program will work to make their school a centre of child advocacy, by being prepared to help children (and their families) deal realistically with the dysfunctional realities of many families. As defined by the Elementary School Center, a nonprofit, national study and resource center located in New York City, "an advocacy role means

> accepting responsibility for mobilizing available resources and generating new ones as needed. An advocacy role does not mean that the school itself provides or performs all the necessary services...but rather, it makes sure those services are provided." [3]

The school as a partnership between parents and teachers...A goal of the first missionary and government schooling of native people in the NWT was to remove the children from the care and responsibility of their parents, so that the children could be assimilated into the larger Canadian society. Today many people point to this event as a significant factor in the disintegration of families in northern communities and a reason for the corresponding ambivalence of many parents towards their schools. The residential schools helped parents lose the ability to parent, and children growing up in residential schools never learned to parent for they had no models!

With the construction of schools in all northern communities, the government in effect reversed it's earlier policy, saying to parents, "be responsible, educate your children". Many did, keeping their children out of school to learn the bush survival skills that had sustained their families for generations. Many others seemed unable or unwilling to recover the

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responsibility to ensure their children received an education in the government settlement schools.

It is a belief of the Kw'atindee Bino Community Teacher Education Program that the education of children cannot be effective unless a partnership between parents and teachers, community and school is formed. This partnership will not just happen as a result of the good sense of parents or as a result of the exhortations of well meaning teachers; it must be planned as a deliberate school strategy by knowledgeable and well trained teachers who have an understanding of the needs of the children, the parents, and the community. Teachers must believe they cannot be successful without the assistance of the parents and they must be willing and knowledgeable regarding methods of involving parents in the education and the schooling of their children.

Individualization and meeting the needs of the learner...Meeting the individual needs of the learner is an ideal of most teacher education programs today. Teachers graduating from teacher training institutions are expected to deal with children on an individual basis and program in a manner that is consistent with their individual needs. That this is so rarely evident in school classrooms may be due to the fact that such behaviours have never been modelled for them.

The Kw'atindee Bino Community Teacher Education Program believes that for teachers to learn to meet the individual needs of the child learners in the school classroom, they must have their individual learning needs met as an intern in the Teacher Education Program. The relationships, and the methodologies that they are expected to utilize in their own classrooms must be modelled for them in their training. This means that interns should not be taught what they already know, that their teacher training should begin where they are in relation to their own skills and knowledge, and that learning in the program should be paced to their needs and abilities.

The holistic nature of learning...Much of the development of western society has been based on the power of an analytical world view. This viewpoint which trains it's participants to break things into their constituent parts has given us on one level the ability to control much of our world. This power is evident in our technologies and the complexity of our communities. However we are coming to realize that this power has come at a great cost, for in segmenting the world we have lost an

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understanding of the intricate relationships between parts and we have lost this at our peril...environmental destruction caused by the separation of ourselves from the world we inhabit, and the peril of nuclear and biological warfare caused by the separation of ourselves from others.

Education has naturally reflected the nature of the society it serves and has compartmentalized the world into discrete subject areas and divided subject areas into discrete skills; even communication and language have often been turned into mere words and syllables. A reaction to this fragmentation of knowledge has grown out of a realization that analytical and sequential thinking are limited in the view they can provide and this view must be augmented with other views of the world to be complete and give meaning to learning. As Tanner and Tanner comment: " perhaps the most damaging result of breaking down the

> curriculum into minute particles is that it must, of necessity, lead away from an understanding of the unity of knowledge. Obviously, also, a disintegrated curriculum is not likely to help the student develop an integrated outlook or philosophy or lead to transfer of learning." [4]

Teacher education programs have not been ignorant of these developments yet significant shortfalls in existing programs have continued to be perpetuated. Although teachers are frequently expected to integrate the subject matter they must teach through the development of themes in the classroom, many teacher training institutions still isolate the subject methodologies and taught them separately. This may be due to the fact that, in provinces and the territories, curriculum continue to be written as isolated subject matter, although this is changing. The Year 2000 primary project resulting from the Sullivan Royal Commission in British Columbia and the Piniaqtavut program document of the Baffin Divisional Board of Education are significant efforts in the direction of subject integration.

The Kw'atindee Bino Community Teacher Education Program believes that Dogrib people have traditionally viewed the world in a relational and simultaneous rather than analytical and sequential manner. Knowledge comes from the holistic appreciation of the reciprocal relationships between individuals, among families and community, and between individuals and the land that sustains them. Parents and children raised in Dogrib communities frequently fail to see the meaning or relevance of the isolated "bits" of knowledge that is the school program. We believe that a

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holistic view of knowledge must impact on the training design of teacher education, for interns to effectively communicate this viewpoint to their students in the school programs.The interns must learn to see the unity of knowledge themselves, through the structure of their own training and by their adaption of presently isolated curriculum strands into integrated thematic programming for the children.

The integration of theory and practice....The observation that teaching practices in our schools are rarely expressions of the ideals of our institutions of teacher education, is hardly novel. Too rarely does education theory translate into effective classroom instruction. As Evertson, Hawley and Zlotnik observe:

> "the induction period of teaching is so chaotic and absent of support that teachers often focus on instructional strategies that focus on controlling student behaviour rather than facilitating student learning ...growing evidence indicates that unless teacher educators can mediate the experience teachers have in their first one or two years of teaching, much of what is taught in pre-service courses will be seen by teachers as irrelevant." [5]

The Kw'atindee Bino Community Teacher Education Program believes that theory must be integrated with practice in a manner that is relevant to the learner. This means that the day to day occurrences and issues within the school, with children, with the parents and the community should shape the content of the training they receive; that teachers will only learn to teach by teaching and they will only learn to teach well by having the responsibility for their own class and the guidance of experienced and competent mentor instructors.

Interns as equal partners in the teaching/learning process...Many of the fundamental educational issues facing the school are essentially local issues dealing with the fundamental control of the schooling process, culture and language, parental involvement and parenting skills, and student support and advocacy. These issues have rarely been given attention by teachers recruited from the south because their background and training frequently left them unable and often unwilling to deal with them. The interns have been chosen carefully for their background, their experience, their attitudes and skills precisely for their abilities to address these issues within the school.

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The Kw'atindee Bino Community Teacher Education Program believes that the interns are integral to the program not only as learners but as teachers and developers. The program requires their strengths, their cultural background and community experience, and their facility with the language to be successful. The interns are equal partners with the instructors.This equality has important consequences for decisionmaking processes within the program including further program development, program and intern evaluation, and problem solving.

IV. MISSION, GOALS AND OBJECTIVES

In traditional Dene society the education of children grew out of the daily activities of life. Activities related to the cycle of life in the community taught the values which gave form to the character of the people and determined the nature of the community relationships upon which the society was based. In the absence of the traditional life which once gave form to these values that sustained this community, the school must assist in creating a structure that can give expression to these old values in new ways.

Only through the education of our young people will we be able to provide the future leadership necessary to heal our communities, and the competent, highly trained individuals needed to create and manage the new economic and political structures envisioned with the impending settlement of the land claims with the government of Canada. To do this, teachers are needed with the background, the attitudes and the training who can begin this process.

The Kw'atindee Bino Community Teacher Education Program will:

* train Dogrib teachers to meet the educational needs of the children of the community for balanced spiritual, mental, emotional and physical development.

* train Dogrib teachers to integrate the language and culture of the community into the fabric of school life and begin the development of a Dene world view in education.

* train Dogrib teachers to provide a safe, nurturing learning environment for the children of the community.

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* train Dogrib teachers to be positive professional role models for the children of the community.

* train Dogrib teachers to actively involve parents as equal partners in the education of their children.

* train Dogrib teachers to provide the parental support and information necessary for parents to gain confidence in their role as the first educators of their children.

* train Dogrib teachers to understand the organizational elements necessary for the creation of a community school that serves the needs of the community.

* train Dogrib teachers to bring together the community and the school in a shared vision of a positive future.

* develop an alternative model of community based teacher education that will be transferable to other communities in the NWT.

For a further elaboration of a model of traditional Dene education see the "Metaphor of the Hunt" in the appendices.For course objectives see the intern profiles.

August 1990 / Elizabeth Mackenzie of Fort Rae...program resource person and elder

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V. PROGRAM

The Kw'atindee Bino Community Teacher Education Program will assist the teacher interns in learning the course concepts, background knowledge, methodologies and skills through their guided, cooperative application to the delivery of the NWT school program. Assignments will typically be within the context of the intern's daily work as a teacher in the classroom.Evaluation will be based upon the successful demonstration of a skill or application of a course concept to the school program. A portfolio evaluation model will be used that typically may include lesson plans, video footage of intern teaching assignments, children's work as a result of intern teaching, personal assessments and journals, and intern produced learning resources. A minimum of coursework which does not lend itself to such a teaching/learning structure will be seminar based with traditional lectures, readings and assignments.

The program consists of coursework undertaken in three major content areas over a period of two years. Some initial work has been done to articulate the content area of the community teacher education program to the university structure represented by Arctic College and the University of Saskatchewan. The content areas are:

Culture and Learning - Learning takes place not only in the classroom but also by exposure to the traditions, customs, values and arts of a society. These elements of culture provide the framework for us to select from the vast amount of information flooding our senses; it conditions our way of speaking to and relating to others, to our universe. Culture is the means by which we organize our world and is the vehicle by which values and meaning are transmitted to new generations. For these reasons, the education of teachers must be rooted in the culture of the society they serve, to ensure the relevance, integrity and balance of their work with children. The following courses comprise this strand:

CTEP 301 Land and Life Skills 45/3 (2 wk field practicum)
CTEP 102 Language Literacy in Dogrib 45/3
CTEP 203 Language, Mythology and Meaning 45/3
CTEP 104 Cultural Research and Documentation 45/3
CTEP 105 Media Applications 45/3

The knowledge and skills learned in these courses will be integrated into

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the production of a video or print learning resource that will be published by the Dogrib Language Centre.

CTEP 105.1 Special Project 45/3

Community and School Partnerships - Schooling is ideally a reflection of the concerns, and aspirations of the community it serves. For this reason, the education of teachers must be rooted in a knowledge of, and an understanding for the health and social issues affecting the lives of their students. For many children school is an entirely "other" world where they speak a different language, behave in a different manner and must attend to tasks wholly different from their experiences in their homes. This curriculum strand seeks to help the interns understand many of the existing barriers between the school and the home and to learn effective strategies to bridge these barriers.

For other children who come from dysfunctional homes, school is sometimes the one reliable shelter in an uncertain and chaotic life. Northern teachers must be able to perform an advocacy role, be prepared to deal with the dysfunctional realities of many families, and accept the reponsibility to mobilize available resources and generate new ones as needed in the education of these children.

As in the Culture & Learning curriculum strand, the knowledge and skills learned in these courses are integrated together into a practical application:

CTEP 106 Basic Helping Skills for the Elementary Teacher 45/3
CTEP 107 Health and Social Issues in the Dogrib Communities 45/3
CTEP 108 An Introduction to Parental Involvement 45/3
CTEP 209 Utilizing the Community as School Resource 45/3
CTEP 209.1 Special Project 45/3

Curriculum and Children - The education of our children is a reflection of what the institutions of our society believe is necessary for a child's successful integartion and participation in the future community. The education of teachers must be rooted in a knowledge of current research and understanding of how children learn and what they need to know to successfully participate within the community and the greater society, and of how schools operate to achieve these goals.

CTEP 110 Internship 45/3
CTEP 211 Internship II 45/3

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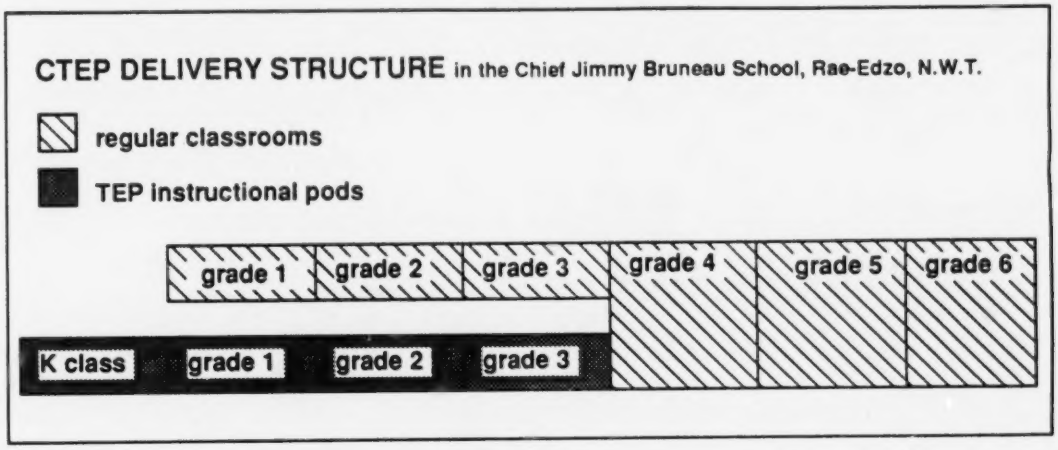
CTEP 112 Integrated Studies 45/3
CTEP 112.1 Communications 45/3
CTEP 112.2 Mathematics 45/3
CTEP 112.3 Science 45/3
CTEP 112.4 Social Studies 45/3
CTEP 112.5 Health 45/3
CTEP 112.6 Physical Education 45/3
CTEP 112.7 Visual Arts 45/3
CTEP 112.8 Expressive Arts 45/3
CTEP 113 Learning Theories 45/3
CTEP 114 Educational Psychology 45/3

VI. DELIVERY STRUCTURE

The Kw'atindee Bino Community Teacher Education Program places teacher interns in positions of program responsibility in a school. The CTEP "pods" with teacher interns parallel classroom instruction by certified teachers in the regular school program. Each pod has three teacher interns who share the delivery of



the prescribed NWT curriculum to a classroom of students. Three interns in a pod gives maximum flexibility in terms of maintaining ongoing school programs, yet allowing for significant, independent preparation and coaching time for each intern. Thus at any given time two interns may be running the classroom, while the third is free to do independent study, classroom preparation, liase with parents, work with their CTEP

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instructors or participate in community research and documentation projects.

Interns will learn their skills "on the job" and their program will be individually tailored to their needs as identified jointly by themselves and their instructors. For example an intern who is experiencing difficulty in planning, or an intern who is cooperatively assigned the science and math program in their pod will receive coaching and instruction in these areas. Learning in the pods will also be by example, as each intern will benefit from the observed successes of the others, as well as through observing instructor modelled teaching behaviours. Similarly contract instructors can deliver their course material through practical demonstrations in the classrooms with the children, followed up by individual assistance to each intern as they practice incorporating the new learning into their teaching repertoire.

The rationale for the pod structure is as follows:
1) Program Relevance- the pods ensure the programs' relevance. As the interns are guided through their teacher training program, the real issues and concerns that arise from the day to day work with the students, their parents and the school will provide direction for the training course material of the program.
2) Integration of natural Cultural and Linguistic Elements into Classroom Programming- the responsibility of the interns for the program delivery in the pods ensures as much as possible that the natural cultural and linguistic elements in the relationships between the children and the interns, and in the integration of community and culture to the school programs come to the fore, rather than remaining under the influence of the southern trained teacher. The pod structure recognizes and builds upon, the unique strengths and abilities that the interns bring to the teaching of Dogrib children, specifically their language and experiential background. From the community perspective, the inability of teachers who are not familiar with the culture to understand the context in which their teaching occurs, and to communicate to the children in any comprehensive manner, are severe liabilities to effective teaching.
3) Microteaching- the pods allow interns to directly and immediately integrate the theory of teaching with the practice of teaching. Feedback on the success of their methodology, their use of resource materials is immediate. Successes are reinforcing and unsuccessful lessons are useful as well to give teacher interns the experience in relating theory, program and methodology to children. The pod structure enables " microteaching" a

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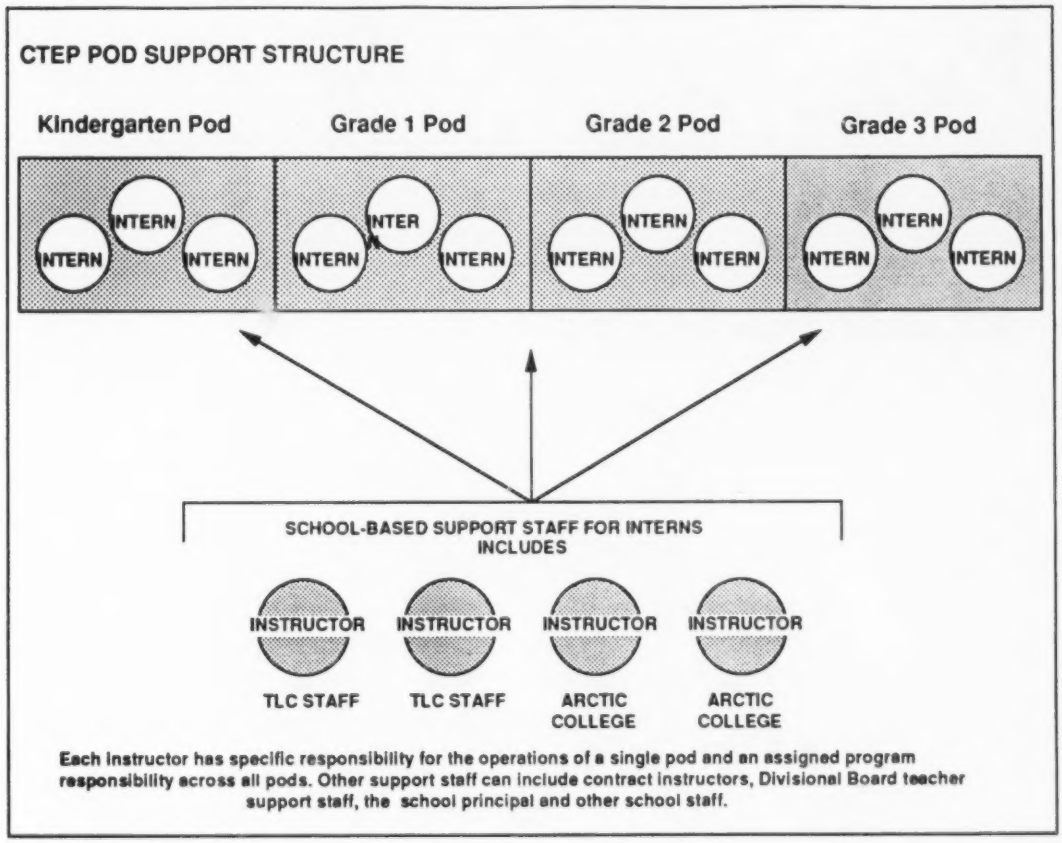
simulation technique that focuses upon particular learning objectives upon which the intern receives frequent and precise feedback and evaluation.
4) Cooperative team teaching and modelling- the benefits obtained by having the interns work cooperatively together to deliver the school program are the increased levels of classroom support and intern learning as each intern views the other's successes and learns to critically view the failures as useful in the development of more positive classroom practices.The pods also help to break down the traditional classroom isolation and teacher individualism that is common in schools and hopefully will set patterns of cooperation and sharing that will carry over to their practice as teachers upon graduation.



5) Field based Structure- the pod structure provides northern communities with a method of training their own people as teachers without significantly increasing the costs presently associated with staffing schools in the NWT.

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Removing a teacher responsible for program delivery to the children, and replacing with an instructor who is responsible for facilitating the development of professional teaching skills and attitudes in the interns means that any northern community whatever it's size, could conceivably implement such a program. Small communities may only support one pod with three interns; larger communities such as Rae-Edzo can support as many as four pods with twelve interns. Linking an instructor to the Arctic College institutional-based teacher education program provides additional resources and support for the "field program". As in Rae-Edzo, communities with a Teaching and Learning Centre may also choose to directly link their teacher education program to the activities of their language centre.

VII. FUTURE DIRECTIONS

Curriculum Development...As mentioned earlier, the hope is that the program will bring together and train a "critical mass" of Dogrib teachers who will be empowered by the structure of the program and the support they receive from each other, to begin the development of a culture based curriculum and utilize culturally appropriate instructional strategies. Presently shared work of the Dogrib Language Centre, other language centres and the Department of Education on the Dene Kede Erihtl'e Curriculum Project can be piloted by the interns.

Induction of interns into teaching...1st year support...As four of the interns presently in the CTEP program have already completed substantial portions of Arctic College coursework in previous years, it is anticipated that they will graduate with their teaching diploma and NWT teacher certification at the end of their first year in the CTEP program. Although as interns they will already have experienced the guided delivery of an entire school program, first year support has been shown to be critical to the success of new teachers (Evertson, Hawley and Zlotnik, 1988). The CTEP instructors will still be on site for the second year of the other intern's program and this presents an opportunity to develop a structure for the induction of these first year teachers into the school system with the promise of ongoing support.

Accreditation of program with southern universities...The Community Teacher Education Program is unabashedly practical in it's approach to teacher training. This is at once a strength for new teachers in that their training will have prepared them to teach the children of their

community, but the timeframe of the training is limited in delivering the theoretical overview and specialities that can be studied in university. It is hoped that the program can be accredited to one or more southern institutions of learning, which will give our teachers the opportunity to continue studying towards a degree in education once they have the experiential background to make the theoretical learning relevant to northern education.

An alternate vision of teacher education in northern communities... The Community Teacher Education Program is a joint pilot project of three northern organizations: the Dogrib Divisional Board of Education, the Department of Education of the government of the NWT and Arctic College. For the Divisional Board, participation in the project is an opportunity for the community to retake responsibility for the education of their children and train the local staff necessary to develop the language and culture-based programs desired in the school. For Arctic College, the program is an opportunity to try out innovative, experimental methods of community based teacher education that may be transferable to their other programs.

For the Department of Education, the Kw'atindee Bino Community Teacher Education Program holds out the promise of a new model of teacher training, that can economically and practically be delivered in communities all over the north.

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Footnote References:

1. D.R. Scarfe and H.R. Lang, "Indigenous Teacher Education in Canada and the Circumpolar North". Saskatchewan Instruction Development and Research Unit University of Regina:Regina, May 1990.

2. Chief Jimmy Bruneau quoted in transcript of speech given at the opening of the new school in Edzo, NWT January 1970.

3. S.Kakfwi and B. Overvold, "The Schools" in M. Watkins (ed)Dene Nation- The Colony Within. University of Toronto Press:Toronto, 1977.

4. A. Shedlin, "Shelter From the Storm" in The American School Board Journal, August 1990.

5. D. Tanner and L. Tanner, "Curriculum Development:Theory into Practice", New York: MacMillan, 1980.

6. C. Evertson, W. Hawley and M. Zlotnik, "Making a Difference in Educational Quality Through Teacher Education" in Innovations in Education: Reformers and their Critics, Toronto:Allyn and Bacon, 1988.

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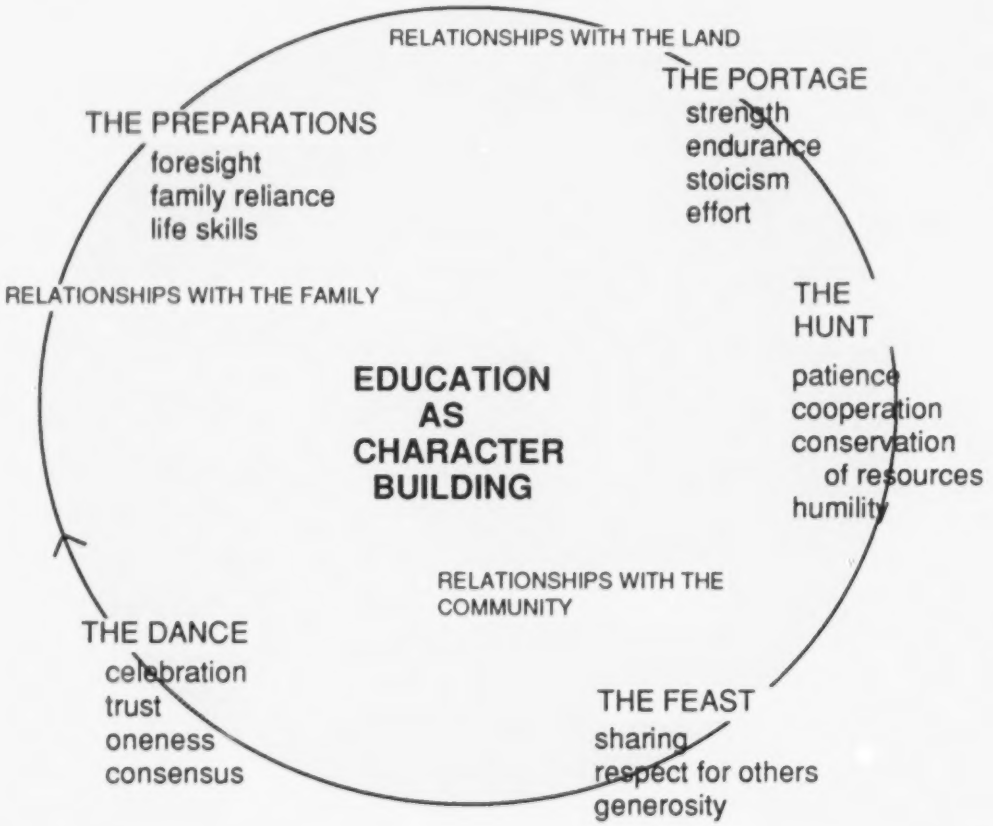
METAPHOR OF THE HUNT

articulated by John B. Zoe for the 1989 Roundrock Meeting



This model can be useful in any discussion of a traditional Dogrib or Dene educational framework. Activities related to the cycle of life of the individual taught the values that sustained the community. Each category of activity around the circle is important not only for the isolated skills which it represents but for the underlying values the activity teaches.

Schooling as represented in the Dogrib communities today is often criticized by the elders as incomplete in that it teaches skills with no relationship to values. A culture-based school in the Dogrib area would have to attempt a synthesis of the skills required to function in a technological society with the unique values that form the Dogrib viewpoint.

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *LAND AND LIFE SKILLS CTEP 301*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will provide interns with the opportunity to participate in a community land activity with families going to fishing and hunting camps in the spring. The school environment is expanded to include the "Dene camp" so that interns are able to learn from their elders in a natural setting. The experience will provide the interns with an understanding of the expectations and roles of individuals in a camp community and the skills required to carry out these roles. Through this metaphor of Dogrib life, Dogrib values such as sharing, cooperation, respect for elders, and repect for the land are realized. This is a two week field practicum.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) understand and participate in the traditional roles and activities of men and women in a Dogrib camp community.

2) learn from the elders the survival skills, the history, and myths of the Dogrib people.

3) learn new language and be able to internalize the meanings through experiencing the actual context of the terminology.

4) develop a positive identity and understanding of being Dogrib.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *LANGUAGE LITERACY IN DOGRIB CTEP 102*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will give interns the opportunity to learn to read and write in Dogrib. They will learn the sound/symbol relationships using the roman orthography and basic information concerning the structure of our language while being provided with the opportunity to practice their Dogrib literacy skills by reading and writing in the language.

Course/Module Objectives

Upon successful completion of the course the intern will be able to:

1) achieve full fluency in Dogrib
2) recognize Dogrib dialect differences and understand the concept of orthographic standardization.
3) master consonants in Dogrib orthography.
4) master basic vowels in Dogrib orthography.
5) understand elementary grammatical terminology such as nown, verb, postposition, morpheme, stem, prefix, suffix.
6) understand advanced grammatical terminology such as paradigm, aspect, imperfective, perfective, operative, grammatical prson, grammatical number, classificatory verb, motion verb.
7) recognize words belonging to different parts of speech.
8) recognize the basic parts of Dogrib words.
9) understand and follow the principles and guidelines of the Dene Orthographic Standardization Committee.
10) understand the physical mechanisms of vowel nasalization, of low tone on vowels, and of vowel length (double vowels).
11) achieve full fluency in Dogrib.
12) understand the use of dictionaries and grammars.
13) understand how and why linguistic research is carried out.
14) conduct a research project focusing on the Dogrib language.

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *LANGUAGE, MYTHOLOGY AND MEANING CTEP 203*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will give interns the opportunity to examine the way in which the Dogrib language captures a particular world view through images, symbols, and metaphors, and through it's structure and organization.

Course/Module Objectives

Upon successful completion of this course, intern will have explored the following questions:

1) what ideas and events are emphasized in Dogrib and which are considered less important?

2) how does Dogrib differ from English (and other languages) in the way it shapes reality?

3) how does language help us find meaning and purpose in life?

4) how are we empowered by the word and by literacy?

Resources

TBA

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number	*CULTURAL RESEARCH & DOCUMENTATION CTEP 104*
Total (Credit) Hours	45 hours/ 3 credits
Prerequisite(s)	Concurrent with CTEP 105 Media Applications

Course/Module Description

This course will give interns the opportunity to receive training in the collection of cultural material through field work, interviews, the study of stories, ceremonies, traditional artforms, technologies and traditions. Opportunities will be provided for the interns to take part in cultural research projects, documenting through audio and videotapes, photographs and written records, the themes of interest to the intern and of use in the classroom.

Course/Module Objectives

Upon successful completion of this course, the intern will be able to:

1) develop familiarity with the tools and the techniques associated with the collection and documentation of cultural experiences.

2) develop field skills in the collection and documentation of cultural experiences including preliminary research, selection of informants, pre-interview, questionnaire development and interview

3) understand and apply the principles of the transcription and translation of interview material including the 1:3 ratio.

4) demonstrate an understanding of the reliability and validity of oral history/ traditions research.

5) identify and utilize a variety of institutional resources for cultural research and documentation including the Dene Cultural Institute, the Dene Nation archives and the Prince of Wales Heritage Centre archives.

Resources

TBA

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *MEDIA APPLICATIONS CTEP 105*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s) Concurrent with CTEP 104 Cultural Research and Documentation

Course/Module Description

This course will introduce the interns to principles of media communication in education through the design and production of educational resources to serve the implementation of language and cultural programs within the school.

Course/Module Objectives

Upon successful completion of the course the intern will be able to:

1) understand the elements that make effective pictures.
2) demonstrate the similarities and differences between still and motion picture photography.
3) demonstrate the ability to use 35mm cameras to take available light photographs.
4) demonstrate the ability to determine the correct exposure and develop B&W film and other darkroom procedures.
5) integrate the elements to produce a still photo project.
6) demonstrate technical knowledge of video camera operation & maintenance.
7) show an ability to use video camera techniques in the field to provide a wide variety of visual effects.
8) demonstrate an ability to use the video editing controller with an understanding of pacing and continuity.
9) integrate the elements of camera recording and editing techniques in video production.
10) identify the elements of computer logic and program operations.
11) demonstrate the ability to use word processing programs for desktop publishing..
12) demonstrate the ability to make titles and headings on the computer and transfer to video including copying techniques.

Resources

TBA

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *SPECIAL PROJECT CTEP 105.1*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s) Concurrent with CTEP 104 Cultural Research and Documentation

Course/Module Description

This course will integrate the knowledge and skills learned in the Culture and Learning curriculum strand to produce a video or print learning resource that will be published by the Dogrib Language Centre.

Course/Module Objectives

Upon successful completion of the course the intern will have:

1) completed a video or print learning resource published by the Dogrib Language Centre.

Resources

TBA

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number	*BASIC HELPING SKILLS FOR THE ELEMENTARY TEACHER CTEP 106*
Total (Credit) Hours	45 hours/ 3 credits
Prerequisite(s)	None

Course/Module Description

This course will enable interns to develop and use the basic helping skills required to provide support to children with health or social concerns. A variety of helping approaches/ models will be examined including traditional native healing.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to :

1) develop a personal network of support people.
2) understand and respect a counsellor's code of ethics.
3) consult counselling concerns with colleagues in a professional manner.
4) record, in a confidential manner, the nature and substance of counselling contacts with children.
5) help develop and use a school network of support people.
6) attend, listen and respond appropriately to children with personal concerns.
7) help children explore, clarify and problem-solve simple issues.
8) refer children with concerns to the appropriate helping personnel/ agencies.
9) help children construct personal support networks.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number	*HEALTH & SOCIAL ISSUES IN THE DOGRIB COMMUNITIES CTEP 107*
Total (Credit) Hours	45 hours/ 3 credits
Prerequisite(s)	Concurrent with CTEP 106 Basic Helping Skills for the Elementary Teacher

Course/Module Description

This course will examine the health and social issues that are predominant in Dogrib communities. The course will provide detailed and practical information on the specific issues, and provide opportunities for interns to further develop and practice their helping skills.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) describe and discuss health and social issues that include: self esteem, alcohol and other substance abuse, child abuse, spousal assault, depression and suicide, death, change and and loss, stress etc.
2) identify children who are being affected by health or social concerns.
3) provide appropriate support to children affected by health or social concerns.
4) consult with community helping resources/agencies regarding specific health and social concerns in a professional manner.
5) help develop and use a community network of support people in Rae-Edzo.
6) design and develop a model directory of support resources for use in Dogrib communities.
7) practice basic first aid skills.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number	*AN INTRODUCTION TO PARENTAL INVOLVEMENT CTEP 108*
Total (Credit) Hours	45 hours/ 3 credits
Prerequisite(s)	None

Course/Module Description

This course will prepare interns to involve parents and families in the education of their children. Particular reference will be made to the pre-school period of parental/ family involvement in the education of children, and to the residential school era. Current research will be examined and community experience will be explored to identify the barriers to, and the benefits of, parental involvement, and to determine the components that contribute to its success. Strategies and activities will be developed and implemented to increase the involvement of today's parents in the education of their children.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) identify and discuss the factors that influenced parental involvement in the past.
2) identify and discuss the benefits of any parental involvement that took place, and the consequences of non-parental involvement.
3) identify and discuss, in light of current research and through community and personal experience, the barriers to, and benefits of parental involvement.
4) identify and discuss the school related factors that lay the foundation for parental involvement, namely, the inviting school and two-way communication.
5) assist in the development of activities and strategies that will contribute to an inviting school climate and two-way school/ parent communication.
6) describe and discuss four types of parental involvement.
7) discuss the components and processes involved in the development and implementation of a school's parental involvement action plan.
8) assist in the development of activities, strategies and programs that may be incorporated int a school's parental involvement action plan.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number	*UTILIZING THE COMMUNITY AS A SCHOOL RESOURCE CTEP 209*
Total (Credit) Hours	45 hours/ 3 credits
Prerequisite(s)	CTEP 108 An Introduction to Parental Involvement

Course/Module Description

This course will introduce interns to the concept of the community as a significant and valuable teaching partner in the learning experience. The factors involved in developing and implementing a school plan to use the community as a resource will be explored, and a model action plan developed.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) describe several ways of using the community as a resource.

2) identify and discuss the benefits derived from the use of the community as a partner in the learning experience.

3) identify and discuss the factors that contribute to the successful use of community resources.

4) discuss the factors, and contribute to the development and implementation of a school's plan to use community resources in the learning experience.

5. develop community-based activities, strategies and programs that may be incorporated into a school's action plan.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number	*SPECIAL PROJECT CTEP 209.1*
Total (Credit) Hours	45 hours/ 3 credits
Prerequisite(s)	CTEP 108 An Introduction to Parental Involvement

Course/Module Description

This course will integrate the knowledge and skills learned in the Community and School Partnerships curriculum strand for use in a practical application.

Course/Module Objectives

Upon successful completion of the course, the intern will have:

1) integrated the knowledge and skills learned in the community and school partnerships curriculum strand into a practical application.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *INTERNSHIP CTEP 110*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will introduce interns to the practices of elementary education through the guided delivery of the NWT curriculum in a school program. The first year intern is introduced to global and northern issues in education, the NWT philosophy of education, the role of the teacher within the school and the community, administrative components of teaching incl. NWTTA membership, professional ethics, lesson planning and program delivery. The course is delivered through on-the-job training supported by individual demonstrations by instructors, lectures, readings, and group and individual projects.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) demonstrate an understanding of the impact of global and northern issues on curriculum and programming in a northern school.
2) understand the role of the teacher within the school, the community and as a member of a professional association of their peers.
3) develop confidence and pride in their teaching skills and professional practice.
4) develop and manage an effective classroom environment which includes respectful and motivating relationships with children.
5) plan, organize and facilitate workshops either to parents or to peers on an aspect of their programming.
6) participate in school activities such as staff meetings, level meetings, supervision and co-curricular activities.
7) demonstrate an understanding of the importance of modelling correct Dogrib speech in dealings with the children.
8) display childrens' work and program content in the classroom and in the school in an effective manner.
9) develop an effective system for organizing time, material and assignments.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *INTERNSHIP II CTEP 211*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s) CTEP 110 Internship

Course/Module Description

This course will provide interns with the opportunity to refine their practices of elementary education through a guided exploration of models of teaching relevant to their instructional areas. Interns will have the opportunity to explore issues arising from their on-going school experiences and develop practical program models for implementation based on their cultural relevance.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) maintain Internship I objectives.
2) plan and deliver course content specified by their classroom assignments in a culturally relevant manner, using a variety of instructional strategies to meet the needs of the children.
3) integrate learning from the "Culture and Learning" and "Community and School Partnerships" components of the CTEP program into school programs.
4) address the individual needs of the child in relation to social, political and environmental constraints to learning.
5) have familiarity with the issues and procedures in the development, evaluation and revison of curriculum and curriculum design.
6) assume full responsibility for the operation and instruction of the classroom pod for a minimum period of at least two weeks.
7) demonstrate a professional willingness to assume extra duties within the pods and in the school.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *INTEGRATED STUDIES CTEP 112*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will introduce materials and methods in thematic teaching acoss the NWT curriculum. The course is designed to give interns an introduction to the development of integrated, culture-based, process oriented, child centred instructional programs in the classroom. Integrated Studies objectives are learned and practiced concurrently with the methodologies course material. For a full description of this arrangement, see the intern profiles.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) develop long range plans by sequencing the content across the school year using an integrated approach.
2) integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.
3) develop lesson plans based on stated objectives, using concepts from the long range plans.
4) relate the content of the program to the experiences of the child, the family and the community.
5) develop language including key vocabulary and structures from the program concepts.
6) collect and develop culturally appropriate learning materials.
7) utilize local human resources in the delivery of the program.
8) demonstrate an awareness of a variety of teaching strategies. (see intern profile)
9) demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.
10) assess student progress using formal/informal evaluation strategies.
11) use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating, etc.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *COMMUNICATIONS METHODS CTEP 112.1*

Total (Credit) Hours *45 hours/ 3 credits*

Prerequisite(s)

Course/Module Description

This course will introduce interns to materials and methods for teaching communications according to the NWT curriculum. The coursework will look at the nature of language, current language research including bilingual education and interns will practice instructional strategies that are integrated, culture-based, process oriented and child centred.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) demonstrate an understanding of the nature of language and skills growth through their teaching.
2) demonstrate an understanding of the structure and contents of the NWT Communications curriculum.
3) integrate a variety of programs and materials into the communications curriculum.
4) build upon and use the students' language experiences.
5) use a variety of quality literature.
6) demonstrate an ability to prepare and deliver motivating activities for the development of the expressive skill areas of speaking, representing and writing and the receptive modes of listening, reading and viewing.
7) maintain individual student writing folders.
8) provide opportunities for recreational reading and process writing.
9) see the Integrated Studies objectives.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *MATHEMATICS METHODS CTEP 112.2*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will introduce interns to materials and methods in teaching mathematics according to the NWT curriculum. The course is designed to give interns an introduction to the development of integrated, culture-based, process oriented, child centred instructional programs in the school.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) develop further understanding of the overall goals of mathematical education in the development of logical, spatial, and critical thinking in children.
2) demonstrate an understanding of the math concepts from K-6.
3) describe the scope and sequence of the NWT mathematics curriculum from K-6.
4) identify a number of mathematics programs and materials and integrate with the instruction of the K-6 objectives.
5) define and apply the mathematics terminology from the NWT K-6 curriculum.
6) explore and describe the use of mathematics in historical and modern Dene culture focusing on, but not limited to, non standard measurement, estimation, symmetry and pattern, the significance of number and the circle.
7) use manipulatives to develop math concepts in students.
8) use technology in the teaching of mathematics such as calculators and computers.
9) describe the stages of cognitive development in children and relate this development to the math program.
10) see the Integrated Studies objectives.

Resources *1. Mathematics K-9 Goals and Objectives , GNWT Department of Education*
2. Journeys in Math, Ginn & Company
3. Explorations for Early Childhood by Lalie Harcourt , Addision Wesley
4. Workjobs by Mary Baratta-Lorton, Addison Wesley

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *SCIENCE METHODS CTEP 112.3*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will introduce interns to materials and methods in teaching science according to the NWT curriculum. Traditional native and western views of science will be integrated throughout the coursework.The course is designed to give interns an introduction to the development of integrated, culture-based, process oriented, child centred instructional programs in the school.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) demonstrate an understanding of the overall goals of science instruction in the K-6 curriculum including an appreciation of the scientific method.
2) demonstrate an understanding of the underlying science concepts K-6.
3) describe the scope and sequence of the NWT science curriculum K-6.
4) identify a variety of science programs and materials and integrate with the instruction of the K-3 program.
5) define and apply the science terminology from the NWT K-6 curriculum.
6) integrate the science concepts from the K-6 curriculum with appropriate beliefs, skills and experiences from traditional and contemporary Dene life.
7) utilize concrete materials in a "hands on" approach to develop science concepts with the children.
8) utilize experimentation as a vehicle for the application of the scientific method.
9) integrate environmental education into the science program.
10) see the Integrated Studies objectives.

Resources

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KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *SOCIAL STUDIES METHODS CTEP 112.4*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course will introduce interns to materials and methods in teaching social studies according to the NWT Social Studies curriculum. The course is designed to give interns an introduction to the development of integrated, culture-based, process oriented, child centred instructional programs in the school.

Course/Module Objectives

Upon successful completion of this course, the intern will be able to:

1) demonstrate an understanding of the goals of NWT social studies education.
2) demonstrate an understanding of underlying social studies concepts such as mapping skills (scale, distance and spatial organization) and chronology (time and sequence).
3) describe the scope and sequence of the NWT social studies curriculum from K-6.
4) identify a variety of social studies materials and select appropriate material for the instructional level.
5) define and apply relevant social studies terminology relevant to NWT primary social studies.
6) demonstrate an awareness of Dene history including traditional lifestyle, first contacts, colonialism, the residential school experience, self government and land claims.
7) integrate current events from the experience of the child, the family, the community and the nation in the school programming as appropriate.
8) demonstrate an awareness of the role of values in social studies recognizing stereotyping and bias.
9) demonstrate an understanding of the necessary organization required for field trips including clear objectives, transportation, supervision, safety, alternate plans, and instructional followup.
10) see the Integrated Studies objectives.

Resources

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KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *HEALTH METHODS CTEP 112.5*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course is an introduction to materials and methods in teaching health according to the NWT curriculum. The course will focus on current northern health issues and is designed to assist the intern in implementing integrated, culture-based, process oriented, child centred health and fitness programs in the school.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) demonstrate an understanding of the overall goals of NWT health education.
2) describe the scope and sequence of the NWT health curriculum from K-6.
3) identify a variety of resource materials and people for the support of the elementary health curriculum.
4) define and apply health terminology relevant to the primary health curriculum.
5) demonstrate an understanding of traditional Dogrib health and healing practices and integrate into the health programming as appropriate.
6) demonstrate an ability to practice basic first aid skills.
7) see the Integrated Studies objectives.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *PHYSICAL EDUCATION METHODS*
CTEP 112.6

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course is an introduction to materials and methods in teaching physical education according to the NWT curriculum. The course will focus on current northern health issues and is designed to assist the intern in implementing integrated, culture-based, process oriented, child centred fitness programs in the school.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) demonstrate an understanding of the overall goals of helath education in the development of healthy, physically skillful children.
2) describe the scope and sequence of the NWT physical education curriculum from K-6.
3) identify a variety of activities, facilities and equipment suitable for elementary physical education programs.
4) explore and utilize traditional Dene games in the K-6 physical education program.
5) explore and utilize cooperative games within the physical education program.
6) plan and implement outdoor education activities including a level or school sports day.
7) understand the importance of safety considerations in physical education through the planning and supervision of safe activities for the children.
8) see the Integrated Studies objectives.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *VISUAL ARTS METHODS*
CTEP 112.7

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course is an introduction to art education with a focus on teaching strategies and evaluative techniques that provide purpose, structure and continuity to a classroom art program. Interns will examine research on the creative development of children, explore traditional and contemporary native artforms and their role within the life of the community and be exposed to a variety of practical visual media.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) demonstrate an understanding of the overall goals of arts instruction in the NWT.
2) recognize childrens' graphic potential and the symbolism of their work at different stages of development.
3) identify a variety of art materials, equipment, facilities and other resources that can be integrated into the visual arts program.
4) examine traditional and contemporary native art forms and integrate the themes, materials and techniques into the visual arts programming.
5) examine traditional and contemporary northern Dene and Inuit art forms and integrate the themes, materials and techniques into the visual arts programming.
6) utilize local and northern artists as resource people for the support of the visual arts programming.
7) examine and use a variety of media and techniques in the exploration of the elements of line, shape, colour and texture, principles of design, model building and crafts.
8) see the Integrated Studies objectives.

Resources

Emphasis Art Wachowiak, Frank; Crowell:NY 1977
Artists All Department of Education, GNWT:Yellowknife 1977

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *EXPRESSIVE ARTS METHODS CTEP 112.8*

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

This course is an introduction to techniques, practices and materials in elementary music and drama education.The course will focus on traditional Dogrib and contemporary native music and the use of music and drama across the curriculum, especially as a tool in teaching language.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) demonstrate an understanding of the overall goals of expressive arts instruction including music, drama and dance.
2) identify a variety of art materials, equipment, facilities, and other resources that can be integrated into the expressive arts program.
3) examine traditional and contemporary northern Dene and Inuit expressive art forms and integrate the themes, and techniques into the expressive arts programming.
4) utilize local and northern artists as resource people for the support of the expressive arts programming.
5) examine and use a variety of expressive art forms and techniques such as storytelling, puppetry, drama, music and dance.
6) see the Integrated Studies objectives.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number *LEARNING THEORIES*
CTEP 113

Total (Credit) Hours 45 hours/ 3 credits

Prerequisite(s)

Course/Module Description

The course will examine the theories of learning and how they relate to classroom instructio
Particular reference will be made to traditional learning in Dogrib (native) culture.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) recognize that all types of learning have a theoretical base.

2) identify and show an understanding of various theories of learning.

3) examine traditional native learning within the context of theoretical models of learning.

4) demonstrate an appreciation for different learning styles including those of special needs and gifted children and design lessons accordingly.

5) demonstrate evaluation processes that address the learning styles of the indicvidual child.

5) promote a positive self-concept in children as a component of the learning process.

Resources

ARCTIC COLLEGE

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM
RAE-EDZO, NWT

Course/ Module Outline

Course/Module Name and Number	*EDUCATIONAL PSYCHOLOGY* *CTEP 114*
Total (Credit) Hours	45 hours/ 3 credits
Prerequisite(s)	

Course/Module Description

This course is an introduction to the psychology of learning and teaching. The interns will be be exposed to the various approaches to effective teaching through readings, lectures and seminars on the models of Bruner, Bloom, Ausubel and Skinner. Theories of child development in western and native societies will be examined.

Course/Module Objectives

Upon successful completion of the course, the intern will be able to:

1) develop an awareness of historic views of educational psychology and their application to teaching and learning.

2) utilize theories of educational psychology within the design of learning methodology.

3) compare and contrast theories of educational psychology to traditional Dogrib (native) views of the individual and the community.

4) understand the meaning and importance of group dynamics.

Resources